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ABSTRACT

Six school districts in California provided data on the Public School Version of the Adaptive Behavior Scale for 373 children, ages three through six, who were enrolled in regular and trainable mentally retarded (TMR) preschool programs. The results of the study are reported as means and standard deviations of the domain scores for Part One and Part Two, and as standard scores for each reference group. In response to concern about the difficulties in interpreting Part One and Part Two where raw scores are inversely correlated, the scale for Part Two was presented so that the higher the score on both parts, the better the level of adaptive behavior functioning. It was concluded that the differences between mean scores for the regular and TMR samples attests to the validity of the scale for evaluation of individual preschool children. (Author/BW)

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Field Study of the Efficacy of the AAMD Adaptive Behavior Scale - Public School Version

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Pre-School Norms for the AAMD Adaptive Behavior Scale

Public School Version

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Substudy 4 of 5

Prepared under Grant No. 76-62-G

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Pre-School Norms for the AAMD Adaptive Behavior Scale

Public School Version

Abstract

Six school districts in California provided data on the Public School Version of the AAMD Adaptive Behavior Scale for 373 children ages 3 through 6 who were enrolled in regular and trainable mentally retarded pre-school programs. The results of the study were reported as means and standard deviations of the domain scores for Part One and Part Two, and as standard scores for each reference group. In order to explore the utility of standard scores rather than percentile ranks, the norm tables employed a standard score distribution with a mean of 10 and a standard deviation of three, comparable to the standard scores used in reporting the findings from the WISC. In response to concern about the difficulties in interpreting Part One and Part Two of the Scales where raw scores are inversely correlated, the scale for Part Two was reflected so that the higher the score on both Part One and Part Two domains the better the level of adaptive behavior functioning.

Foreward

The substudy reported here was part of a program of research in Special Education by Nadine M. Lambert.

The study was carried out during the academic year 1976-1977 under the auspices of the Special Education Research Program, supported by Grant No. 76-62-G between the State Department of Education and Nadine M. Lambert.

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Background

When the initial feasibility and standardization study of the AAMD Adaptive Behavior Scale, Public School Version was completed, the reference group data for interpreting results of the Scale extended only from ages 7 through 13. As psychologists and special educators made use of the Scale for educational programming and planning decisions for exceptional children many made requests for normative data extending downward to the pre-school years.

During the Spring of 1977 six school districts from urban, suburban, and rural areas participated in the collection of data on a representative sample of children in pre-school programs and those for the trainable mentally retarded. The data that were provided from this effort made possible the preparation of normative data to supplement that which is presently available for the Public School Version.

Objectives

The objective for this substudy of the Public School Version of the Adaptive Behavior Scale was to provide norms by age for children ages 3 through 6 in regular pre-school and trainable mentally retarded pre-school programs.

Methods

Subjects

The subjects for this normative effort were 225 regular pre-school and 148 pre-school age children in trainable mentally retarded classes, for a total of 373 subjects. The distribution of the sample by age, sex, and ethnic status is displayed on Table 1.

Procedure

We contacted the school districts which participated in our original

standardization project to provide data on pre-school children in regular and trainable mentally retarded classes. These districts had been selected as having a wide variety of socio-economic levels, ethnic groups and as being representative of the urban, suburban, and rural mix of California's school population. Once district approval was granted, we scheduled training sessions with the teachers and prepared them to rate a sample of the children under their supervision. Each teacher was reimbursed for completing a Scale and providing supplemental data on the subject. When Scales were returned to the project office, they were prepared for data analysis.

Data Analysis

The present version of the Adaptive Behavior Scale reports normative data as percentile ranks. We used this method of presentation in reporting norms for the Public School Version, but many psychologists found the interpretation of percentile ranks difficult. In an effort to explore alternative methods of reporting normative data, we are presenting the norms for the pre-school age group as standard scores with a mean of 10 and a standard deviation of 3. The standard scores are similar to those used in reporting scores earned on subtests of the WISC-R and may be more easily used by psychologists. Before preparing the revision of the Public School Version scheduled for Spring of 1978, we hope to assess the relative merits of both types of normative scores.

Results

The mean scores by age for each Part One and Part Two domain are presented on Table 2 and 3. Norms were not prepared for the 6-3 to 7-2 age range regular subjects because of the small sample size. The data show a general increase in means by age for Part One domains of the Scale and

some increase in the evidence of maladaptive behaviors on Part Two domains. The large differences between means for the regular and trainable mentally retarded pre-school subjects replicates the validity findings which were reported in the Manual for the Public School Version as well as in substudy 2 of this project.

In order to remove as many hurdles to interpretation of the Scale as possible, we have reported the standard scores for both Part One and Part Two with the same directional scale. We have reported the scores this way because higher raw scores on Part One indicate higher levels of adaptive behavior but higher raw scores on Part Two suggest a greater extent of emotional disorders and personal maladaptation. To ameliorate the confusion which some psychologists have reported in using two scales from the same instrument which require different reference points for interpretation, we have reflected the scale for Part Two domains so that higher scale scores on both Part One and Part Two indicate better adaptive behavior. We will wait for responses from the field to appraise the utility of this reporting format. Norms are reported by classification and age on Tables 4 through 15.

Conclusion

The Public School Version of the Adaptive Behavior Scale now has available normative data for pre-school exceptional and normal children. The differences between mean scores for the regular and trainable mentally retarded samples attests to the validity of the Scale for use in individual evaluations of children of these age levels.

Table 1

Sample Distribution for Pre-School Norms

	M								F								
	Regular				TMR				Regular				TMR				
AGE	B	W	S	O	B	W	S	O	B	W	S	O	B	W	S	O	T
3-3 to 4-2	5	7	1	0	2	9	2	1	3	3	2	0	1	5	4	0	45
4-3 to 5-2	32	24	8	0	9	14	6	2	32	17	8	0	1	6	5	1	165
5-3 to 6-2	10	24	3	0	5	18	4	0	12	20	1	0	5	10	9	0	121
6-3 to 7-2	0	8	1	0	2	7	7	0	0	4	0	0	1	6	6	0	42
T	47	63	13	0	18	48	19	3	47	44	11	0	8	27	24	1	373

Table 2

Mean Ratings for Part One Domains of Adaptive Behavior Scale

For Regular and Trainable Mentally Retarded Pre-School Children

	Age							
	3-3 to 4-2		4-3 to 5-2		5-3 to 6-2		6-3 to 7-2	
Domains/Pupils	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Independent Functioning								
Regular	42.50	11.15	49.80	10.29	54.31	7.86		
TMR	26.14	11.28	29.52	10.65	34.35	10.77	39.52	13.10
Physical Development								
Regular	21.17	2.31	22.04	1.53	22.87	.85		
TMR	17.83	3.59	18.96	2.91	19.38	3.14	20.59	2.91
Economic Activity								
Regular	.53	.84	1.05	1.31	2.15	1.83		
TMR	.13	.46	.14	.43	.33	1.02	.41	1.02
Language Development								
Regular	21.47	4.73	22.76	4.75	24.65	4.04		
TMR	9.91	6.63	11.90	5.74	13.44	6.54	14.89	8.61
Number and Time Concepts								
Regular	2.63	1.26	4.10	1.71	5.58	1.79		
TMR	.74	1.25	.88	1.17	1.00	1.34	2.07	2.48
Vocational Activity								
Regular	9.05	1.67	8.90	1.69	9.16	1.64		
TMR	4.61	4.58	4.87	4.39	4.10	4.38	6.62	4.14
Self Direction								
Regular	13.86	4.23	13.84	4.06	15.30	3.03		
TMR	10.05	5.70	11.23	4.20	11.02	4.36	11.90	4.45
Responsibility								
Regular	3.40	1.05	3.90	1.27	4.06	1.23		
TMR	1.26	1.51	2.08	1.79	2.50	1.71	2.93	1.58
Socialization								
Regular	18.55	3.62	19.62	3.79	20.63	3.21		
TMR	13.10	5.86	15.00	3.82	16.02	5.04	16.45	5.18

Table 3

Mean Ratings for Part Two Domains of Adaptive Behavior Scale

For Regular and Trainable Mentally Retarded Pre-School Children

	Age							
	3-3 to 4-2		4-3 to 5-2		5-3 to 6-2		6-3 to 7-2	
Domains/Pupils	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Destructive								
Regular	2.70	3.53	2.70	5.07	3.56	5.69		
TMR	4.44	5.24	6.22	9.11	3.22	5.47	2.79	3.06
Antisocial								
Regular	5.85	7.49	6.05	9.45	6.73	8.01		
TMR	3.83	4.40	4.49	5.70	3.73	4.66	3.28	3.41
Nonconforming								
Regular	6.70	8.72	6.50	7.98	5.42	6.81		
TMR	6.17	5.61	7.78	8.28	4.90	6.14	4.31	4.12
Untrustworthy								
Regular	.60	.75	.47	1.10	.78	1.37		
TMR	.30	.88	.33	.83	.31	.68	.35	.67
Withdrawn								
Regular	2.10	2.86	2.24	3.61	1.19	1.98		
TMR	4.78	6.90	1.35	2.01	2.29	3.89	1.66	2.09
Odd Mannerisms								
Regular	.20	.52	.26	.82	.09	.34		
TMR	2.17	2.62	1.15	2.05	1.20	2.14	1.00	2.04
Interpersonal Manners								
Regular	.25	.64	.47	1.29	.55	1.26		
TMR	1.13	1.46	.88	1.62	.77	1.75	.62	1.21
Vocal Habits								
Regular	.65	1.42	1.00	1.91	1.13	1.87		
TMR	1.04	1.61	.80	1.64	1.33	2.63	.62	1.24
Eccentric Habits								
Regular	.95	1.32	1.12	2.93	.69	1.37		
TMR	3.64	4.96	2.70	3.19	1.73	2.22	2.24	3.88
Hyperactive Tendencies								
Regular	1.30	2.52	1.39	2.39	1.15	2.21		
TMR	.96	1.59	1.37	1.95	1.34	1.98	1.79	2.18
Psychological Disturbances								
Regular	5.00	6.74	5.93	7.03	4.73	5.50		
TMR	6.70	6.71	4.00	4.04	3.29	4.09	3.24	3.91
Use of Medication								
Regular	.00	.00	.02	.18	.03	.24		
TMR	.17	.58	.34	.73	.22	.74	.14	.52

Class Placement Reg.
Ethnic Status All
Sex Both
Age 3^3- 4^2

Scaled Score Equivalents of Raw Scores

Part One

Scaled Score	Independent Functioning	Economic Activity	Language Development	Time Concepts	Scaled Score	Vocational Activity	Self Direction	Responsibility	Socialization	Scaled Score	Physical Development
1	8-10	-	7-8	-	1	4	1	-	8	1	14
2	11-14	-	9	-	2	-	2-3	-	9	2	15
3	15-18	-	10-11	-	3	5	4	1	10	3	16
4	19-22	-	12	0	4	-	5-6	-	11	4	-
5	23-25	-	13-14	-	5	6	7	-	12-13	5	17
6	26-29	-	15	1	6	7	8	2	14	6	18
7	30-33	-	16-17	-	7	-	9-10	-	15	7	19
8	34-36	0	18-19	2	8	8	11	-	16	8	20
9	37-40	-	20	-	9	-	12-13	3	17	9	-
10	41-44	-	21-22	-	10	9	14	-	18-19	10	21
11	45-48	-	23	3	11	-	15-16	-	20	11	22
12	49-51	1	24-25	-	12	-	17	4	21	12	-
13	52-55	-	26	4	13	-	18	-	22	13	-
14	56-59	-	27-28	-	14	10-11	19-20	-	23	14	23-24
15	60-62	2	29-30	-	15	-	21	-	-	15	-
16	63-66	-	31	5	16	-	22-23	-	24-26	16	-
17	67-70	-	32-33	-	17	-	-	5-6	-	17	-
18	71-74	-	34	6	18	-	-	-	-	18	-
19	75-77	3	35-36	-	19	-	-	-	-	19	-

Scores in This Range Indicate Presence of Physical Problems

Scores in This Range Indicate Normal Physical Development

Class Placement	Reg.
Ethnic Status	All
Sex	Both
Age	3^3-4^2

Scaled Score Equivalents of Raw Scores

Part Two

Scaled Score	Destructive	Anti Social	Rebellious	Untrustworthy	Withdrawal	Stereotyped	Scaled Score	Interpersonal Manners	Vocal Habits	Eccentric Habits	Hyperactive	Disturbances	Scaled Score	Use of Medication
1	13	28-29	32-34	-	11	-	1	-	5	5	-	25-26	1	-
2	12	25-27	29-31	-	10	-	2	2	-	-	8	22-24	2	-
3	11	23-24	26-28	-	9	-	3	-	4	4	7	20-21	3	-
4	10	20-22	23-25	2	8	-	4	-	-	-	6	18-19	4	-
5	8-9	18-19	20-22	-	7	1	5	-	3	3	-	16-17	5	-
6	7	15-17	17-19	-	6	-	6	1	-	-	5	13-15	6	-
7	6	13-14	14-16	-	5	-	7	-	2	-	4	11-12	7	-
8	5	10-12	12-13	1	4	-	8	-	-	2	3	9-10	8	-
9	4	8-9	9-11	-	3	-	9	-	1	-	2	7-8	9	-
10	3	5-7	6-8	-	2	-	10	-	-	1	1	4-6	10	0
11	1-2	3-4	3-5	-	1	0	11	0	0	-	-	2-3	11	-
12	0	0-2	0-2	0	0	-	12	-	-	0	0	0-1	12	-
13	-	-	-	-	-	-	13	-	-	-	-	-	13	-
14	-	-	-	-	-	-	14	-	-	-	-	-	14	-
15	-	-	-	-	-	-	15	-	-	-	-	-	15	-
16	-	-	-	-	-	-	16	-	-	-	-	-	16	-
17	-	-	-	-	-	-	17	-	-	-	-	-	17	-
18	-	-	-	-	-	-	18	-	-	-	-	-	18	-
19	-	-	-	-	-	-	19	-	-	-	-	-	19	-

No Use of Medication

8

Class Placement	Reg.
Ethnic Status	All
Sex	Both
Age	$4^3 - 5^2$

Scaled Score Equivalents of Raw Scores

Part One

Scaled Score	Independent Functioning	Economic Activity	Language Development	Time Concepts	Scaled Score	Vocational Activity	Self Direction	Responsibility	Socialization	Scaled Score	Physical Development
1	18-20	-	8-9	-	1	4	1-2	0	8	1	-
2	21-24	-	10	-	2	-	3	-	9-10	2	18
3	25-27	-	11-12	0	3	5	4-5	1	11	3	-
4	28-30	-	13-14	-	4	-	6	-	12	4	19
5	31-34	-	15	1	5	6	7	-	13	5	-
6	35-37	-	16-17	2	6	-	8-9	2	14-15	6	20
7	38-41	-	18	-	7	7	10	-	16	7	-
8	42-44	0	19-20	3	8	8	11	3	17	8	21
9	45-48	-	21	-	9	-	12-13	-	18	9	-
10	49-51	1	22-23	4	10	9	14	4	19-20	10	22
11	52-54	-	24-25	-	11	-	15	-	21	11	-
12	55-58	2	26	5	12	-	16-17	-	22	12	-
13	59-61	-	27-28	6	13	-	18	-	23-24	13	-
14	62-65	3	29	-	14	10-11	19	-	-	14	23-24
15	66-68	-	30-31	7	15	-	20-21	5-6	25-26	15	-
16	69-72	-	32-33	-	16	-	-	-	-	16	-
17	73-75	4	34	8	17	-	23	-	-	17	-
18	76-78	-	35-36	-	18	-	-	-	-	18	-
19	79-82	5	37	9	19	-	-	-	-	19	-

Scores in This Range Indicate Presence of Physical Problems

Scores in This Range Indicate Normal Physical Development

6

Class Placement	Reg.
Ethnic Status	All
Sex	Both
Age	4^3-5^2

Scaled Score Equivalents of Raw Scores

Part Two

Scaled Score	Destructive	Anti Social	Rebellious	Untrustworthy	Withdrawal	Stereotyped	Scaled Score	Interpersonal Manners	Vocal Habits	Eccentric Habits	Hyperactive	Disturbances	Scaled Score	Use of Medication
1	18	33-35	30-31	-	13	-	1	-	7	10	-	26-28	1	-
2	16-17	30-32	27-29	-	12	-	2	4	6	9	8	24-25	2	-
3	14-15	27-29	24-26	3	11	-	3	-	-	8	7	22-23	3	-
4	13	24-26	22-23	-	9-10	2	4	3	5	7	6	19-21	4	-
5	11-12	21-23	19-21	-	8	-	5	-	4	6	5	17-18	5	-
6	9-10	18-20	16-18	2	7	-	6	2	-	5	-	15-16	6	-
7	7-8	14-17	14-15	-	6	1	7	-	3	4	4	12-14	7	-
8	6	11-13	11-13	-	5	-	8	-	2	3	3	10-11	8	-
9	4-5	8-10	8-10	1	3-4	-	9	1	-	2	2	8-9	9	-
10	2-3	5-7	6-7	-	2	-	10	-	1	1	1	5-7	10	0
11	1	2-4	3-5	0	1	0	11	0	-	0	-	3-4	11	-
12	0	0-1	0-2	-	0	-	12	-	0	-	0	1-2	12	-
13	-	-	-	-	-	-	13	-	-	-	-	0	13	-
14	-	-	-	-	-	-	14	-	-	-	-	-	14	-
15	-	-	-	-	-	-	15	-	-	-	-	-	15	-
16	-	-	-	-	-	-	16	-	-	-	-	-	16	-
17	-	-	-	-	-	-	17	-	-	-	-	-	17	-
18	-	-	-	-	-	-	18	-	-	-	-	-	18	-
19	-	-	-	-	-	-	19	-	-	-	-	-	19	-

No Use of Medication

Class Placement	Reg.
Ethnic Status	All
Sex	Both
Age	5^3-6^2

Scaled Score Equivalents of Raw Scores

Part One

Scaled Score	Independent Functioning	Economic Activity	Language Development	Time Concepts	Scaled Score	Vocational Activity	Self Direction	Responsi-bility	Social-ization	Scaled Score	Physical Development
1	30-32	-	12-13	0	1	4	6	-	11	1	-
2	33-34	-	14	1	2	5	7	1	12	2	-
3	35-37	-	15	-	3	-	8	-	13	3	21
4	38-39	-	16-17	2	4	6	9	-	14	4	-
5	40-42	-	18	-	5	-	10	2	15	5	-
6	43-45	0	19	3	6	7	11	-	16	6	-
7	46-47	-	20-21	4	7	-	12	3	17	7	22
8	48-50	1	22	-	8	8	13	-	18-19	8	-
9	51-53	-	23	5	9	-	14	-	20	9	-
10	54-55	2	24-25	-	10	9	15	4	21	10	-
11	56-58	3	26	6	11	-	16	-	22	11	-
12	59-60	-	27-28	7	12	-	17	-	23	12	-
13	61-63	4	29	-	13	10-11	18	-	24	13	-
14	64-66	-	30	8	14	-	19	-	-	14	24
15	67-68	5	31-32	-	15	-	20	5-6	25-26	15	-
16	69-71	6	33	9	16	-	21	-	-	16	-
17	72-73	-	34	10	17	-	-	-	-	17	-
18	74-76	7	35-36	-	18	-	22-23	-	-	18	-
19	77-79	-	37	-	19	-	-	-	-	19	-

Scores in This Range Indicate Normal Physical Development

11

Class Placement	Reg.
Ethnic Status	All
Sex	Both
Age	5^3-6^2

Scaled Score Equivalents of Raw Scores

Part Two

Scaled Score	Destructive	Anti Social	Rebellious	Untrustworthy	Withdrawal	Stereotyped	Scaled Score	Interpersonal Manners	Vocal Habits	Eccentric Habits	Hyperactive	Disturbances	Scaled Score	Use of Medication
1	20-21	30-32	25-26	5	7	-	1	-	7	5	8	21-22	1	-
2	18-19	27-29	23-24	-	-	1	2	4	6	-	7	19-20	2	-
3	16-17	25-26	21-22	4	6	-	3	-	-	4	6	17-18	3	-
4	14-15	22-24	18-20	-	5	-	4	3	5	-	-	15-16	4	-
5	12-13	19-21	16-17	3	-	-	5	-	4	3	5	13-14	5	-
6	10-11	17-18	14-15	-	4	-	6	-	-	-	4	12	6	-
7	9	14-16	12-13	2	3	-	7	2	3	2	3	10-11	7	-
8	7-8	11-13	9-11	-	-	-	8	-	-	-	-	8-9	8	-
9	5-6	9-10	7-8	-	2	-	9	1	2	1	2	6-7	9	-
10	3-4	6-8	5-6	1	1	-	10	-	1	-	1	4-5	10	0
11	1-2	3-5	3-4	-	-	0	11	0	-	-	-	2-3	11	-
12	0	1-2	0-2	0	0	-	12	-	0	0	0	1	12	-
13	-	0	-	-	-	-	13	-	-	-	-	0	13	-
14	-	-	-	-	-	-	14	-	-	-	-	-	14	-
15	-	-	-	-	-	-	15	-	-	-	-	-	15	-
16	-	-	-	-	-	-	16	-	-	-	-	-	16	-
17	-	-	-	-	-	-	17	-	-	-	-	-	17	-
18	-	-	-	-	-	-	18	-	-	-	-	-	18	-
19	-	-	-	-	-	-	19	-	-	-	-	-	19	-

No Use of Medication

Class Placement	TMR
Ethnic Status	All
Sex	Both
Age	$3^3 - 4^2$

Scaled Score Equivalents of Raw Scores

Part One

Scaled Score	Independent Functioning	Economic Activity	Language Development	Time Concepts	Scaled Score	Vocational Activity	Self Direction	Responsi-bility	Social-ization	Scaled Score	Physical Development
1	-	-	-	-	1	-	-	-	-	1	7
2	-	-	-	-	2	-	-	-	-	2	8
3	0-1	-	-	-	3	-	-	-	0	3	9-10
4	2-5	-	-	-	4	-	-	-	1-2	4	11
5	6-9	-	-	-	5	-	0-1	-	3-4	5	12
6	10-12	-	0-2	-	6	-	2-3	-	5-6	6	13
7	13-16	-	3-4	-	7	0	4-5	-	7-8	7	14
8	17-20	-	5-6	0	8	1-2	6-7	0	9-10	8	15-16
9	21-24	0	7-8	-	9	3	8-9	1	11-12	9	17
10	25-28	-	9-11	-	10	4-5	10	-	13-14	10	18
11	29-31	-	12-13	1	11	6	11-12	2	15-16	11	19
12	32-35	-	14-15	-	12	7-8	13-14	-	17	12	20
13	36-39	-	16-17	2	13	9	15-16	3	18-19	13	21-22
14	40-43	-	18-19	-	14	10-11	17-18	-	20-21	14	-
15	44-46	-	20-22	3	15	-	19-20	4	22-23	15	23-24
16	47-50	1	23-24	-	16	-	-	-	-	16	-
17	51-54	-	25-26	-	17	-	21-23	-	24-26	17	-
18	55-58	-	27-28	4	18	-	-	-	-	18	-
19	59-61	-	29-30	-	19	-	-	5-6	-	19	-

Scores in This Range Indicate Presence of Physical Problems

Scores in This Range Indicate Normal Physical Development

Class Placement	TMR
Ethnic Status	All
Sex	Both
Age	3^3-4^2

Scaled Score Equivalents of Raw Scores

Part Two

Scaled Score	Destructive	Anti Social	Rebellious	Untrustworthy	Withdrawal	Stereotyped	Scaled Score	Interpersonal Manners	Vocal Habits	Eccentric Habits	Hyperactive	Disturbances	Scaled Score	Use of Medication
1	20-21	17	23	3	25-26	10		-	6	18-19	-	26-28	1	-
2	18-19	15-16	21-22	-	23-24	9	2	5	-	17	5	24-25	2	-
3	16-17	14	19-20	-	20-22	8	3	-	5	15-16	-	22-23	3	-
4	15	12-13	17-18	2	18-19	7	4	4	4	13-14	4	20-21	4	-
5	13-14	11	15-16	-	16-17	-	5	-	-	12	-	17-19	5	-
6	11-12	9-10	13-14	-	13-15	6	6	3	3	10-11	3	15-16	6	1
7	9-10	8	11-12	-	11-12	5	7	-	-	8-9	-	13-14	7	-
8	8	7	9-10	1	9-10	4	8	2	2	7	2	11-12	8	-
9	6-7	5-6	8	-	6-8	3	9	-	-	5-6	-	8-10	9	-
10	4-5	4	6-7	-	4-5	2	10	1	1	3-4	1	6-7	10	-
11	2-3	2-3	4-5	0	2-3	1	11	-	-	2	-	4-5	11	0
12	1	1	2-3	-	0-1	0	12	0	0	0-1	0	2-3	12	-
13	0	0	0-1	-	-	-	13	-	-	-	-	0-1	13	-
14	-	-	-	-	-	-	14	-	-	-	-	-	14	-
15	-	-	-	-	-	-	15	-	-	-	-	-	15	-
16	-	-	-	-	-	-	16	-	-	-	-	-	16	-
17	-	-	-	-	-	-	17	-	-	-	-	-	17	-
18	-	-	-	-	-	-	18	-	-	-	-	-	18	-
19	-	-	-	-	-	-	19	-	-	-	-	-	19	-

Takes Medication Occasionally

No Use of Medication

Class Placement	TMR
Ethnic Status	All
Sex	Both
Age	4^3-5^2

Scaled Score Equivalents of Raw Scores

Part One

Scaled Score	Independent Functioning	Economic Activity	Language Development	Time Concepts	Scaled Score	Vocational Activity	Self Direction	Responsibility	Socialization	Scaled Score	Physical Development
1	-	-	-	-	1	-	-	-	*3-4*	1	-
2	*0-2*	-	-	-	2	-	*0*	-	*5*	2	*18*
3	*3-6*	-	-	-	3	-	*1-2*	-	*6*	3	-
4	*7-9*	-	*0-1*	-	4	-	*3*	-	*7*	4	*19*
5	*10-13*	-	*2-3*	-	5	-	*4-5*	-	*8-9*	5	-
6	*14-17*	-	*4-5*	-	6	-	*6*	-	*10*	6	*20*
7	*18-20*	-	*6-7*	-	7	*0-1*	*7*	*0*	*11*	7	-
8	*21-24*	-	*8-9*	*0*	8	*2*	*8-9*	*1*	*12-13*	8	*21*
9	*25-27*	*0*	*10*	-	9	*3-4*	*10*	-	*14*	9	-
10	*28-31*	-	*11-12*	*1*	10	*5*	*11-12*	*2*	*15*	10	*22*
11	*32-34*	-	*13-14*	-	11	*6-7*	*13*	-	*16*	11	-
12	*35-38*	-	*15-16*	-	12	*8*	*14*	*3*	*17-18*	12	-
13	*39-41*	-	*17-18*	*2*	13	*9*	*15-16*	*4*	*19*	13	-
14	*42-45*	-	*19-20*	-	14	*10-11*	*17*	-	*20*	14	*24*
15	*46-49*	-	*21-22*	*3*	15	-	*18-19*	-	*21-22*	15	-
16	*50-52*	*1*	*23-24*	-	16	-	*20*	-	*23*	16	-
17	*53-56*	-	*25-26*	-	17	-	*21*	*5-6*	*24*	17	-
18	*57-59*	-	*27-28*	*4*	18	-	*22-23*	-	-	18	-
19	*60-63*	-	*29-30*	-	19	-	-	-	*25-26*	19	-

Scores in This Range Indicate Presence of Physical Problems

Scores in This Range Indicate Normal Physical Development

15

Class Placement	TMR
Ethnic Status	All
Sex	Both
Age	4^3-5^2

Scaled Score Equivalents of Raw Scores

Part Two

Scaled Score	Destructive	Anti Social	Rebellious	Untrustworthy	Withdrawal	Stereotyped	Scaled Score	Interpersonal Manners	Vocal Habits	Eccentric Habits	Hyperactive	Disturbances	Scaled Score	Use of Medication
1	33-35	21-22	32-34	-	-	7	1	6	-	12	7	16	1	-
2	29-32	19-20	29-31	-	7	-	2	5	5	11	-	15	2	-
3	26-28	17-18	26-28	-	6	6	3	-	-	10	6	13-14	3	2 Takes Medication Frequently
4	23-25	15-16	23-25	2	-	5	4	4	4	9	5	12	4	-
5	20-22	14	21-22	-	5	-	5	-	-	8	-	11	5	-
6	17-19	12-13	18-20	-	4	4	6	3	3	7	4	9-10	6	-
7	14-16	10-11	15-17	-	-	3	7	-	-	6	3	8	7	1 Takes Medication Occasionally
8	11-13	8-9	12-14	1	3	-	8	2	2	5	-	7	8	-
9	8-10	6-7	10-11	-	2	2	9	-	-	4	2	5-6	9	-
10	5-7	4-5	7-9	-	-	1	10	1	1	3	-	4	10	-
11	2-4	2-3	4-6	0	1	-	11	-	0	2	1	2-3	11	0
12	0-1	0-1	1-3	-	0	0	12	0	-	1	0	1	12	-
13	-	-	0	-	-	-	13	-	-	0	-	0	13	-
14	-	-	-	-	-	-	14	-	-	-	-	-	14	-
15	-	-	-	-	-	-	15	-	-	-	-	-	15	-
16	-	-	-	-	-	-	16	-	-	-	-	-	16	-
17	-	-	-	-	-	-	17	-	-	-	-	-	17	-
18	-	-	-	-	-	-	18	-	-	-	-	-	18	-
19	-	-	-	-	-	-	19	-	-	-	-	-	19	- No Use of Medication

Class Placement	TMR
Ethnic Status	All
Sex	Both
Age	5^3-6^2

Scaled Score Equivalents of Raw Scores

Part One

Scaled Score	Independent Functioning	Economic Activity	Language Development	Time Concepts	Scaled Score	Vocational Activity	Self Direction	Responsibility	Socialization	Scaled Score	Physical Development
1	1-3	-	-	-	1	-	-	-	1	1	10
2	4-7	-	-	-	2	-	0	-	2-3	2	11
3	8-11	-	-	-	3	-	1	-	4-5	3	12
4	12-14	-	0-1	-	4	-	2-3	-	6	4	13
5	15-18	-	2-3	-	5	-	4	-	7-8	5	14
6	19-21	-	4-5	-	6	-	5	0	9-10	6	15
7	22-25	-	6-7	-	7	0	6-7	1	11	7	16
8	26-28	-	8-10	0	8	1	8	-	12-13	8	17
9	29-32	0	11-12	-	9	2-3	9-10	2	14-15	9	18
10	33-36	-	13-14	1	10	4	11	-	16	10	19
11	37-39	-	15-16	-	11	5-6	12-13	3	17-18	11	20
12	40-43	1	17-18	2	12	7	14	-	19-20	12	21
13	44-46	-	19-21	-	13	8-9	15-16	4	21	13	-
14	47-50	-	22-23	3	14	-	17	-	22-23	14	22-24
15	51-54	2	24-25	-	15	10-11	18-19	-	-	15	-
16	55-57	-	26-27	-	16	-	20	5-6	24-26	16	-
17	58-61	-	28-29	4	17	-	21	-	-	17	-
18	62-64	3	30-31	-	18	-	22-23	-	-	18	-
19	65-68	-	32-34	5	19	-	-	-	-	19	-

Scores in This Range Indicate Presence of Physical Problems

Scores in This Range Indicate Normal Physical Development

Class Placement	TMR
Ethnic Status	All
Sex	Both
Age	5^{3}-6^{2}

Scaled Score Equivalents of Raw Scores

Part Two

Scaled Score	Destructive	Anti Social	Rebellious	Untrustworthy	Withdrawal	Stereotyped
1	19-20	17-18	23-24	-	14	-
2	17-18	16	21-22	-	13	7
3	16	14-15	19-20	2	11-12	6
4	14-15	12-13	17-18	-	10	-
5	12-13	11	15-16	-	9	5
6	10-11	9-10	13-14	-	7-8	4
7	8-9	8	11-12	1	6	3
8	6-7	6-7	8-10	-	5	-
9	5	5	6-7	-	3-4	2
10	3-4	3-4	4-5	-	2	1
11	1-2	2	2-3	0	1	-
12	0	0-1	0-1	-	0	0
13	-	-	-	-	-	-
14	-	-	-	-	-	-
15	-	-	-	-	-	-
16	-	-	-	-	-	-
17	-	-	-	-	-	-
18	-	-	-	-	-	-
19	-	-	-	-	-	-

Scaled Score	Interpersonal Manners	Vocal Habits	Eccentric Habits	Hyperactive	Disturbances
1	6	9	-	7	15-16
2	-	8	8	-	14
3	5	-	7	6	13
4	4	7	6	5	11-12
5	-	6	-	-	10
6	3	5	5	4	9
7	-	4	4	3	7-8
8	2	3	3	-	6
9	-	2	-	2	4-5
10	1	1	2	1	3
11	0	-	1	-	2
12	-	0	0	0	0-1
13	-	-	-	-	-
14	-	-	-	-	-
15	-	-	-	-	-
16	-	-	-	-	-
17	-	-	-	-	-
18	-	-	-	-	-
19	-	-	-	-	-

Scaled Score	Use of Medication
1	-
2	-
3	2
4	-
5	-
6	-
7	1
8	-
9	-
10	-
11	0
12	-
13	-
14	-
15	-
16	-
17	-
18	-
19	-

Takes Medication Frequently

Takes Medication Occasionally

No Use of Medication

18

Class Placement	TMR
Ethnic Status	All
Sex	Both
Age	6^3-7^2

Scaled Score Equivalents of Raw Scores

Part One

Scaled Score	Independent Functioning	Economic Activity	Language Development	Time Concepts	Scaled Score	Vocational Activity	Self Direction	Responsibility	Socialization	Scaled Score	Physical Development
1	0-2	-	-	-	1	-	-	-	1	1	12
2	3-6	-	-	-	2	-	0	-	2-3	2	13
3	7-11	-	-	-	3	-	1-2	-	4-5	3	14
4	12-15	-	-	-	4	-	3	0	6	4	15
5	16-19	-	0-1	-	5	0	4-5	-	7-8	5	16
6	20-24	-	3-4	-	6	1	6	1	9-10	6	17
7	25-28	-	5-7	0	7	2-3	7-8	-	11-12	7	18
8	29-32	-	8-10	-	8	4	9	2	13	8	19
9	33-37	0	11-13	1	9	5	10-11	-	14-15	9	20
10	38-41	-	14-16	2	10	6-7	12	3	16-17	10	21
11	42-46	-	17-19	3	11	8	13-14	-	18-19	11	22
12	47-50	1	20-22	4	12	-	15	4	20	12	-
13	51-54	-	23-24	-	13	9-11	16-17	-	21-22	13	-
14	55-59	-	25-27	5	14	-	18	-	23-24	14	23-24
15	60-63	2	28-30	6	15	-	19-20	-	-	15	-
16	64-67	-	31-33	7	16	-	21	5-6	25-26	16	-
17	68-72	-	34-36	8	17	-	22-23	-	-	17	-
18	73-76	3	-	9	18	-	-	-	-	18	-
19	77-81	-	37-40	-	19	-	-	-	-	19	-

Scores in This Range Indicate Presence of Physical Problems

Scores in This Range Indicate Normal Physical Development

19

Class Placement	TMR
Ethnic Status	All
Sex	Both
Age	6^3-7^2

Scaled Score Equivalents of Raw Scores

Part Two

Scaled Score	Destructive	Anti Social	Rebellious	Untrustworthy	Withdrawal	Stereotyped	Scaled Score	Interpersonal Manners	Vocal Habits	Eccentric Habits	Hyperactive	Disturbances	Scaled Score	Use of Medication
1	12	13-14	16-17	-	8	7	1	-	-	14	8	15	1	-
2	11	12	15	-	7	-	2	4	4	12-13	-	11	2	-
3	10	11	14	2	-	6	3	-	-	11	7	12-13	3	-
4	9	10	12-13	-	6	5	4	3	3	10	6	11	4	-
5	8	9	11	-	5	-	5	-	-	9	-	10	5	1 Takes Medication Occasionally
6	7	8	10	-	-	4	6	-	-	7-8	5	8-9	6	-
7	6	7	8-9	1	4	3	7	2	2	6	4	7	7	-
8	5	5-6	7	-	3	-	8	-	-	5	3	6	8	-
9	4	4	5-6	-	-	2	9	1	1	3-4	-	4-5	9	-
10	3	3	4	-	2	1	10	-	-	2	2	3	10	-
11	2	2	3	-	1	0	11	-	-	1	1	2	11	0 No Use of Medication
12	1	1	1-2	0	0	-	12	0	0	0	0	0-1	12	-
13	0	0	0	-	-	-	13	-	-	-	-	-	13	-
14	-	-	-	-	-	-	14	-	-	-	-	-	14	-
15	-	-	-	-	-	-	15	-	-	-	-	-	15	-
16	-	-	-	-	-	-	16	-	-	-	-	-	16	-
17	-	-	-	-	-	-	17	-	-	-	-	-	17	-
18	-	-	-	-	-	-	18	-	-	-	-	-	18	-
19	-	-	-	-	-	-	19	-	-	-	-	-	19	-